

Examining an Argument

Lesson Preparation

Daily Lesson 3	READING	
	TEKS	Ongoing TEKS
Key Understandings and Guiding Questions	E1.Fig 19A,B E1.10A	E1.24C
Vocabulary of Instruction	<ul style="list-style-type: none"> • Specific techniques may be used to support an argument. — What makes an argument effective? 	
Materials	<ul style="list-style-type: none"> • Reader's Notebook (1 per student) • Writer's Notebook (1 per student) • Teacher Reader's Notebook (1) • Famous speech (1 per student) • Same speech on audio • Highlighter (1 set per group) • Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> • Teacher Resource: English I Unit 04 Writing Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> 1. Prepare to display visuals as appropriate. 2. Select a political speech available in both text format and on audio. Prepare any relevant background knowledge students may need to understand the cultural or historical context of the speech. 3. Refer to English I Unit 04 Writing Appetizer. Prepare accordingly. 	
Background Information		
Teacher Notes	<p>Daily Lessons 3-5 require two speeches for students to analyze. Speeches can be found in district-adopted texts as well as on the Internet.</p> <p>Ensure that the selected speech contains the rhetorical devices and structures taught in this unit as well as credible evidence to support the argument.</p>	

Instructional Routines

Daily Lesson 3	READING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students identify and evaluate the evidence a speaker uses in a political speech.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Writing Appetizer. 2. Display and distribute copies of selected speech and share any relevant background information. 3. Play audio version of speech as students follow along in written text. Ask: How does listening to the speech enhance the effectiveness of the message? Discuss responses. 4. Ask: What is the author's position (purpose)? For what audience was the speech intended? Discuss responses. 5. Model highlighting evidence from the text that supports the speaker's position and/or appeals to the audience. Ask: Is this evidence of high quality? Relevant? Credible? Discuss responses.
Learning Applications	<ol style="list-style-type: none"> 1. Students work in Collaborative Groups to highlight and number portions of the text that support the position of the speaker. (These passages can be actual support of the position or can be a response to an opposing position.) 2. Students work in Collaborative Groups to analyze and evaluate highlighted passages that support the speaker's position. For each numbered passage, students use a plus (+) or minus (–) to indicate quality, relevance and credibility of the evidence. <div> <div>Number Passage</div> <div>1.</div> <div>2.</div> </div> <div> <div>Quality</div> <div>Relevance</div> <div>Credibility</div> </div>
Closure	<ol style="list-style-type: none"> 1. Ask: How does knowing the purpose and audience of a speech help you understand the evidence used? Discuss responses.